

FRSD Distance Learning: Kindergarten May 4th-8th



Hello FRSD K-5 families! As we move forward with our new distance learning format, we hope to partner with you to make this transition as smooth as possible. We know that this is a stressful time for our students and we want to be sensitive to their (and your) needs. As such, at this time distance learning at the K-5 level is being rolled out slowly, with all of our families being considered.

A paper packet will be available via the links below, each Monday which will include a weekly lesson plan as well as work from both our ELA and Math curricula. Alternately, packets will be available for pickup on Mondays at the school. Teachers will be reaching out to you at least once weekly regarding the progress of your student in their classwork. Also available to families are the online supplemental resources linked to via the COVID-19 link on the FRSD webpage under "Supplemental Learning". Please reach out to your teacher with any questions, concerns, or feedback going forward. If the school closure is extended beyond the current timeline, we will reassess our plans as needed. Thank you for your continued partnership in your child's education!



Contact Information:

1. Teachers will be available from 8:00-4:00 each day.
2. If you are unable to reach a teacher for some reason, leave a message or send an email and they will get back to you within 24 hrs.
3. Please know that many of our teachers will be using Google Voice- this number may look unfamiliar when they call you



Differentiation/Extension/Supports:

1. We understand that you may need to provide your child with extra support or extension activities during this time.
2. If you are unable to access the online Differentiation/Extension document online, please communicate with your child's teacher for more ideas



FRSD Meal Plan:

1. FRSD is providing free meals (sack lunch & breakfast) to **anyone** 18 years or younger at the following locations in our community:
2. **VES Parking Lot:** Drive through from 11:00-12:30
3. There are 13 bus routes for meal delivery with a few stops per route. The stops/routes are listed here.

4. If you cannot make it to one of these locations and need meals delivered to your house please contact your school office by 8:00 AM of the day you need them delivered and let us know how many kids need a meal, your address and a phone number where you can be reached.



Stay Informed:

Please remember to check the Fern Ridge School District webpage for updates.
<https://www.fernridge.k12.or.us/>

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WEEKLY MESSAGE from grade level teams: Please call us with any questions, concerns, or feedback! May the 4th be with you!

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|--|--|
| Assignments | Assignments | Assignments | Assignments | Assignments |
| <p>Math: Module 4 -Do application problem 31 (p. 1) -Problem set lesson 38 (p. 2) Extra: Count by 1's to 100.</p> <p>Reading: Read the <u>Unit 12 Homework 1</u> half page 2 times. (p. 3) -Do the Letter O trace page. (p. 5&6) On the back draw a picture of something that starts with the letter O and write words that start with O. Extra: Read 10 minutes for the Sluggo Challenge!</p> <p>Writing: Choose 1 item from either the writing choice board (p. 21) OR use word bank to complete 1 sentence (I can...). (p. 22) Extra: Complete a 2nd activity from either sentence writing or choice board.</p> <p>PE Log30 minutes of activity</p> <p>Extra: Art: Make an octopus out of a toilet paper roll! https://artsymomma.com/toilet-paper-roll-octopus-craft.html</p> | <p>Math: Module 4 -Sprint 29 E (p.7) -Problem set lesson 39 (p. 8) Extra: Count by 10's to 100.</p> <p>Reading: Read the <u>Unit 12 Homework 2</u> half page two times. (p. 3) -Practice the words on the sight word list. (p. 9) -Recite the letter O and review letter poems. (p. 10) Extra: Read 10 minutes for the Sluggo Challenge!</p> <p>Writing: Choose 1 item from either the writing choice board OR use word bank to complete 1 sentence (I can...). Extra: Complete a 2nd activity from either sentence writing or choice board.</p> <p>PE Log30 minutes of activity</p> <p>Extra: Social Studies: Read for Chapter 3 lesson 5, pages 86 and 87. Then do the activity on pages 88 and 89.</p> | <p>Math: Module 5 -Read through the parent letter and talk about the concepts briefly with your student. (p. 11) -Problem set lesson 1 (p. 12) *Here is a link to the videos for Module 5. https://embarc.onlin.e/course/view.php?id=12</p> <p>Reading: Read the <u>Unit 12 Homework 3</u> half page 2 times. (p. 4) -Work on the letter O booklet. (p.13&14) -Recite the letter O, and review letter poems. Extra: Read 10 minutes for the Sluggo Challenge!</p> <p>Writing: Choose 1 item from either the writing choice board OR use word bank to complete 1 sentence (I can...). Extra: Complete a 2nd activity from either sentence writing or choice board.</p> <p>PE Log30 minutes of activity</p> <p>Extra: Learn about the octopus! https://kids.nationalgeographic.com/animals/invertebrates/octopus/</p> | <p>Math: Module 5 -Sprint 31 C (p.15) -Problem set lesson 2 (p. 16) Extra: Count backwards 30 to 1</p> <p>Reading: Read the <u>Unit 12 Homework 4</u> page 2 times. (p. 4) -Practice the words on the sight word list. -Recite the letter O and review letter poems. Extra: Read 10 minutes for the Sluggo Challenge!</p> <p>Writing: Choose 1 item from either the writing choice board OR use word bank to complete 1 sentence (I can...). Extra: Complete a 2nd activity from either sentence writing or choice board.</p> <p>PE Log30 minutes of activity</p> <p>Extra: Social Studies: Do the activity on page 90 and 91, OR read the Reader's Theatre pages 92-97.</p> | <p>Math: Module 5 -Do application problem 2 (p.17) -Problem set lesson 3 (p.18) Extra: Write your numbers 50-75</p> <p>Reading: Syllables worksheet (p. 19) -Do the letter O <u>Read. Draw. Write.</u> Page (p. 20). Draw a picture and write 1 thing about an octopus. Extra: Read 10 minutes for the Sluggo Challenge!</p> <p>Writing: Choose 1 item from either the writing choice board OR use word bank to complete 1 sentence (I can...). Extra: Complete a 2nd activity from either sentence writing or choice board.</p> <p>PE Log30 minutes of activity</p> <p>Extra: Draw a picture of your favorite ocean animal. Try to sound out and write its name.</p> |

APPLICATION PROBLEM

| | |
|----------------------|--|
| <p>Lesson 31</p> | <p>Five children were playing soccer in the park. Draw the children. Four more children came to play. Draw the new players. How many children were playing soccer?</p> |
|----------------------|--|

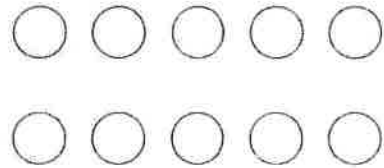
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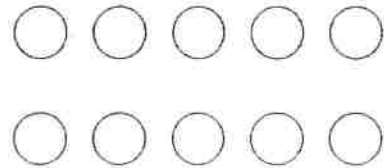


Use the number path to add. Write the number in the box. Color the circles to match. Use a different color to show 1 more.

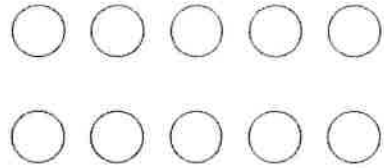
$$1 + 1 = \square$$



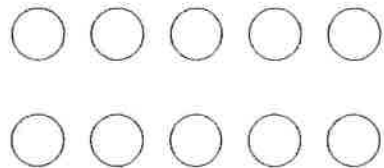
$$2 + 1 = \square$$



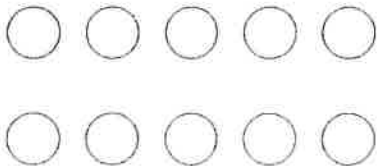
$$3 + 1 = \square$$



$$4 + 1 = \square$$



$$5 + 1 = \square$$

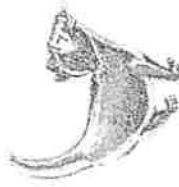


The Cat



That man said, "See the .

Mmm, mmm, mmm."



The cat said, "I can see the .

Mmm, mmm, mmm."

"I'm . I am," said the cat.

Please initial with each reading.

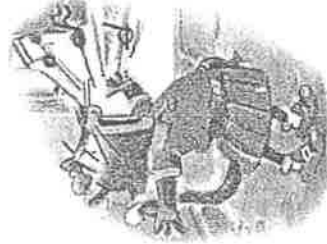
Reprint of Story 2


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The cat said, "See me.

I'm .



The cat said, "I'm .

 me.  me."

"We can see the sweet cat,"

said .

"We can  that cat."




Please initial with each reading.

Reprint of Story 4


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Hmmm

See the cats.  the cats!

We can  the cats.

Hmmm, hmmm.

 is a hit. Matt is a hit.

See the  cats.



Please initial with each reading. _____

Storybook Decoding Review

Sounds you know:

■ a th C h ee

■ w c i D m

Words you can sound out:


● can than We meet


●● scat had seed cat

Words you have learned:

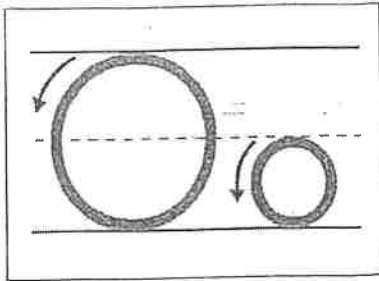
★ a isn't The has

Sentences you can read:

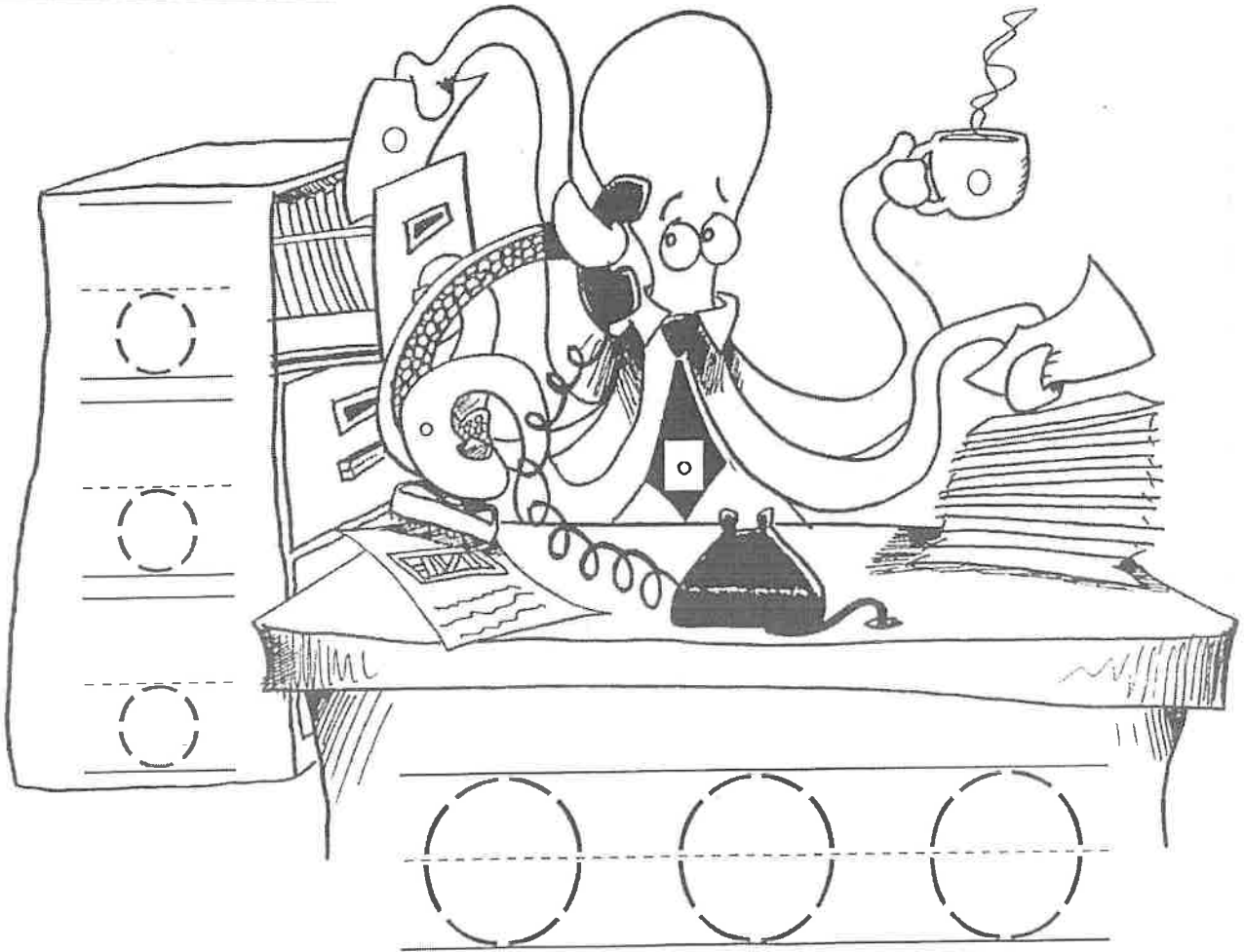
 This cat seems mad at me.

 Matt said, "That cat is a hit."

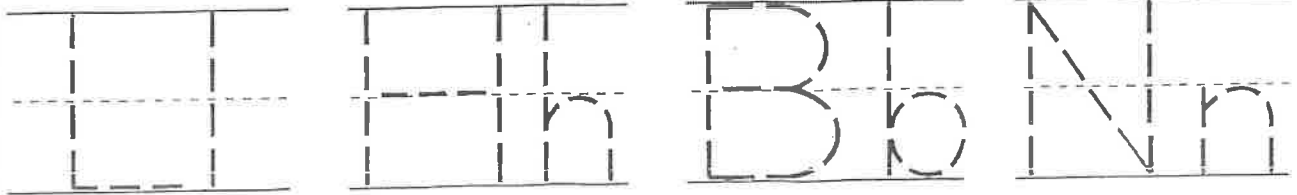
Please initial after the student has read the page. _____



I'm _____



Review

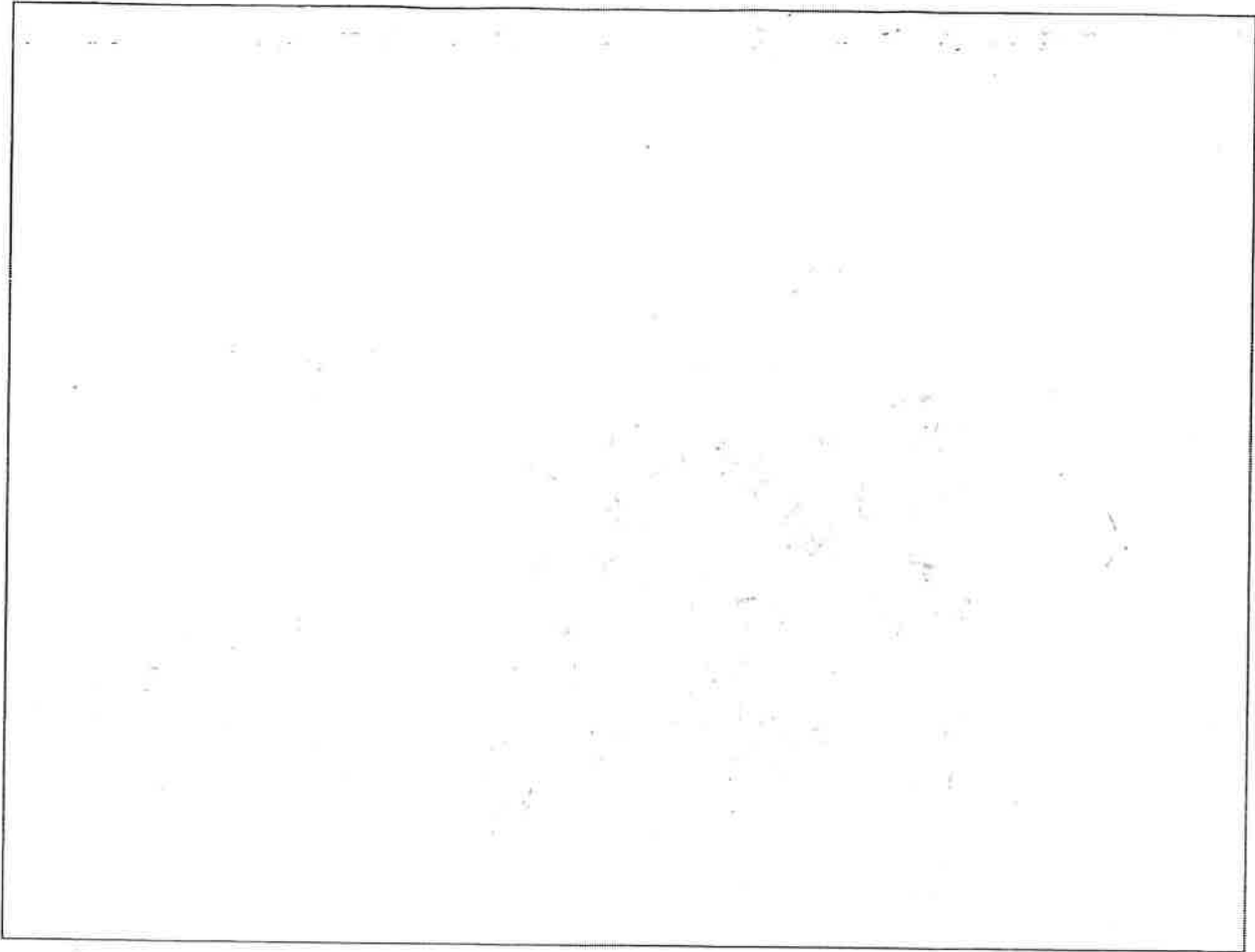


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Student's Challenge: Find and circle the four hidden oo's.

Dear Family: Ask your child to tell you about this page. "What letter are you studying?" (o) • "What in the picture begins with o?" (octopus and office) • "What letters are at the bottom of the page?" (l, h, b, n)

I'm _____







Name _____

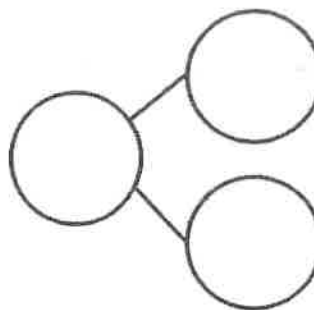
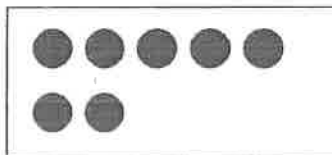
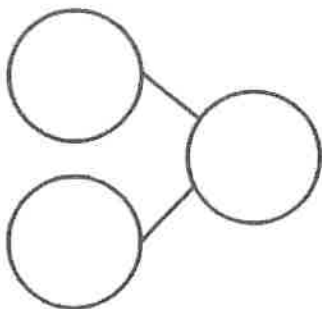
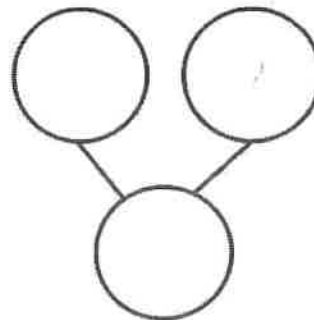
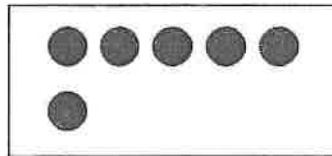
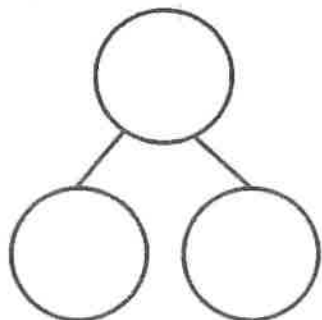
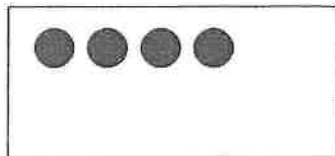
Date _____

My Mixed Practice to 5



| | |
|-------------------|-------------------|
| $1 + 1 = \square$ | $5 - 4 = \square$ |
| $\square = 2 - 1$ | $\square = 2 + 3$ |
| $3 + 1 = \square$ | $5 - 2 = \square$ |
| $4 - 1 = \square$ | $\square = 3 - 1$ |
| $\square = 1 + 3$ | $\square = 2 + 1$ |
| $3 + 2 = \square$ | $1 + 2 = \square$ |
| $5 - 3 = \square$ | $2 + 2 = \square$ |
| $\square = 4 + 1$ | $4 - 2 = \square$ |

Draw dots to make 10. Fill in the number bond.



Solve.

$9 + 1 =$

$5 + 5 =$

$7 + 3 =$

$10 + 0 =$

Sight Words

Have your child read each sight word and write it on the lines. If you'd like to make little flash cards, there is space on the bottom to cut them out.

| | | | |
|-------|-------------------|-----|-------------------|
| there | <hr/> <hr/> <hr/> | she | <hr/> <hr/> <hr/> |
| use | <hr/> <hr/> <hr/> | do | <hr/> <hr/> <hr/> |
| their | <hr/> <hr/> <hr/> | how | <hr/> <hr/> <hr/> |
| each | <hr/> <hr/> <hr/> | an | <hr/> <hr/> <hr/> |
| which | <hr/> <hr/> <hr/> | if | <hr/> <hr/> <hr/> |

| | | | | |
|-----|-------|-------|----|-----|
| she | each | there | if | do |
| how | which | their | an | use |

Letter Poems

Directions: Practice reading the letter poems, come up with other words that begin with the letter sound.

Oo

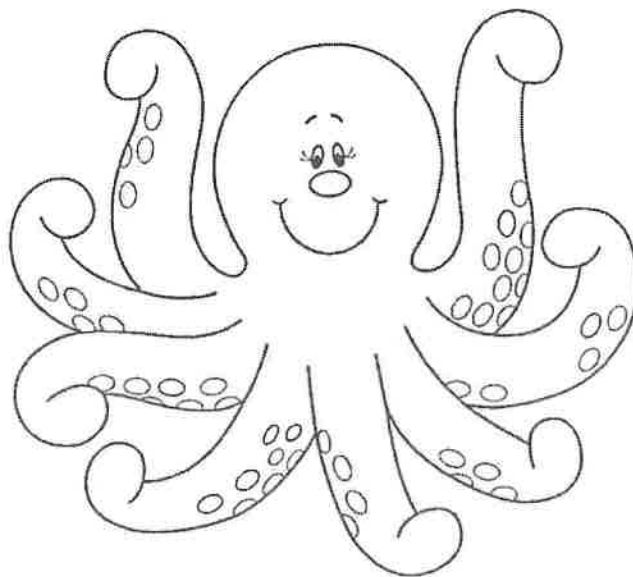
Capital letter O

Small letter o

O says "o"

3 octopuses in the office

O, o, o.



Pp

Capital letter P

Small letter p

P says "p"

15 policemen in the park

P, p, p





MATH NEWS



Kindergarten, Module 5, Topic A

Spring 2015

Kindergarten Math

Module 5: Numbers 10-20; Count to 100 by Ones and Tens

Math Parent Letter

This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 5 of Eureka Math (Engage New York) covers Numbers 10 - 20 and Count to 100 by Ones and Tens. This newsletter will discuss Module 5, Topic A

Topic A. Ones and Some Ones

Words to know

- Say Ten Way
- Teen Numbers
- Regular Counting
- Circular Count

Objective

In Topic A, students will count two separate parts within teen numbers 10 ones and some ones. They will start by counting 10 items to understand 10 ones. They will begin saying numbers the Say Ten way.

| Say Ten Way | | |
|----------------|----------------|----------------|
| ten one = 11 | ten two = 12 | ten three = 13 |
| ten four = 14 | ten five = 15 | ten six = 16 |
| ten seven = 17 | ten eight = 18 | ten nine = 19 |
| 2 ten = 20 | | |

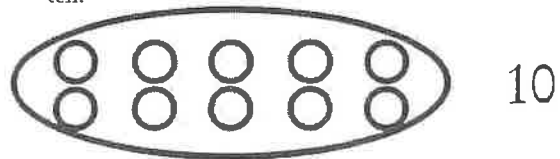
OBJECTIVE OF TOPIC A

- 1 Count straws into piles of ten; count the piles as 10 ones.
- 2 Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ___ ones.
- 3 Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ___ ones.
- 4 Count straws the Say Ten way to 19; make a pile for each ten.
- 5 Count straws the Say Ten way to 20; make a pile for each ten.

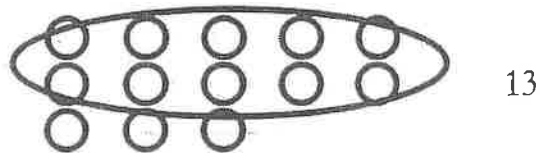
Focus Area- Topic A

One and Some Ones

Students will count items and circle the items that make ten.



They will also have to circle groups of ten and describe the items the Say Ten way and in number form.

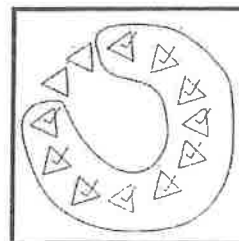


Students will complete a sentence to describe the items they count.

I have 10 ones and 3 ones.

They should also understand that 13 is the same as 10 ones and 3 ones.

Students will learn to place a mark near or on the items to show which pictures have already been counted. This skill will help the students when counting using circular count. (counting pictures in a circular pattern)

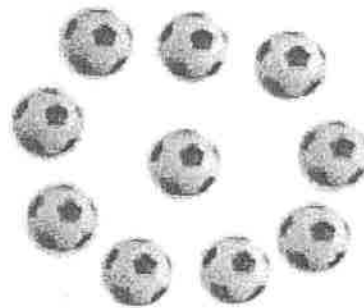
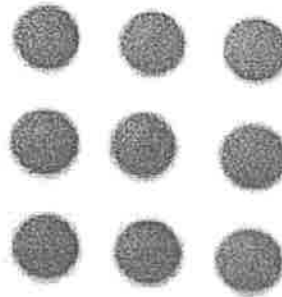


I have 10 ones and 2 ones.
10 ones and 2 ones is the same as 12

Name _____

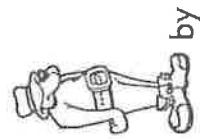
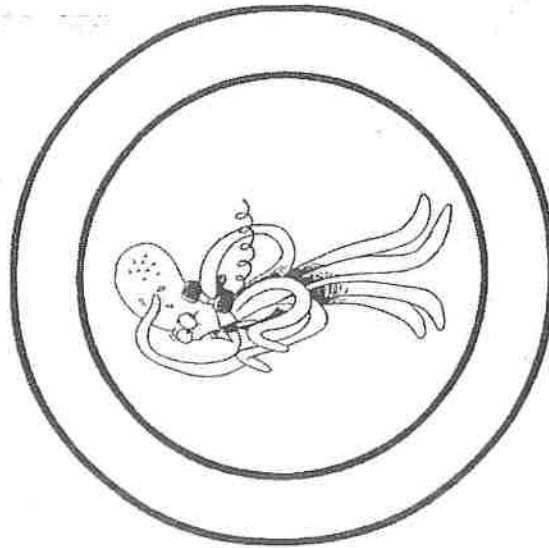
Date _____

Circle the groups that have 10 ones.



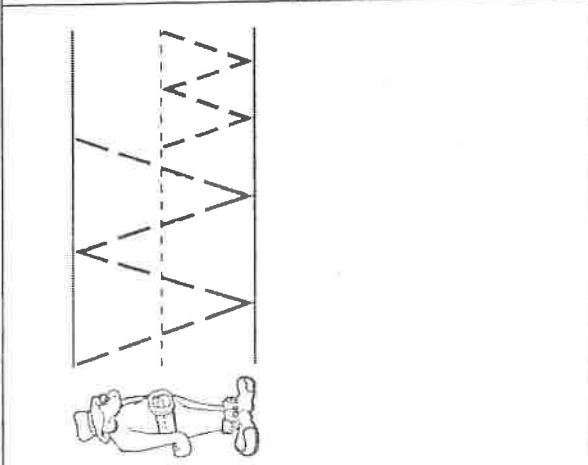
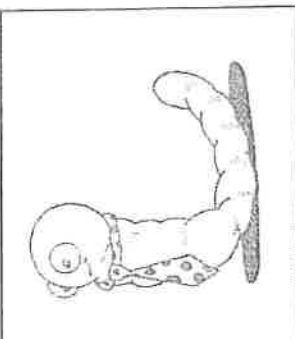

How many times did you count 10 ones?

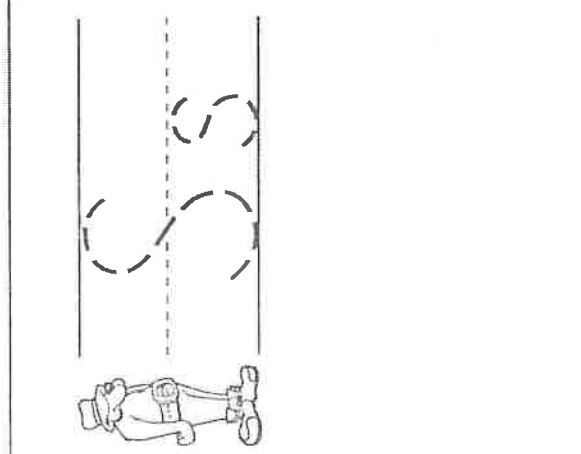
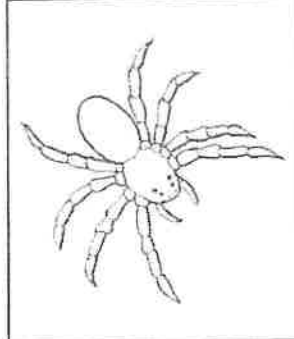
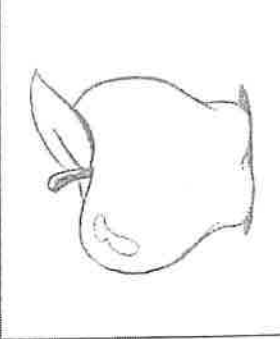
My Letter O Book :



Dear Family: Ask your child what the book is about. Discuss each page. Read pages 1 and 2 with your child.

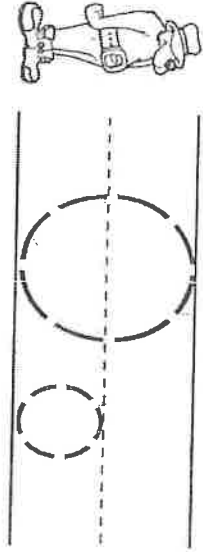
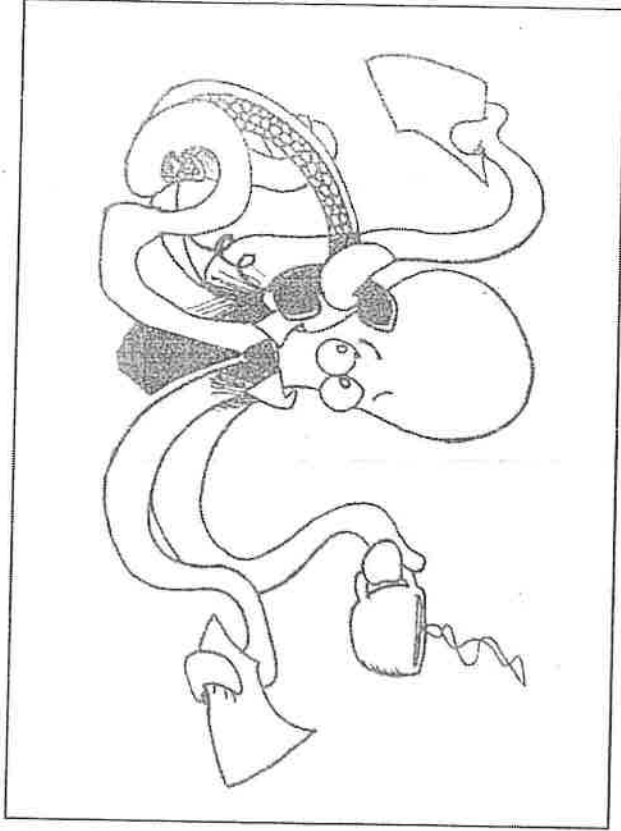
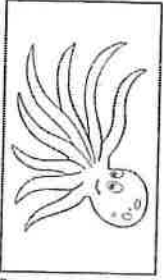
Other sounds I know about:

| | |
|---|---|
|  |  |
| |  |

| | |
|--|---|
|  |  |
| |  |

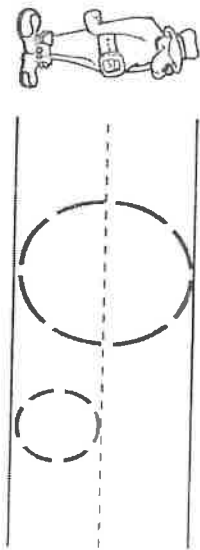
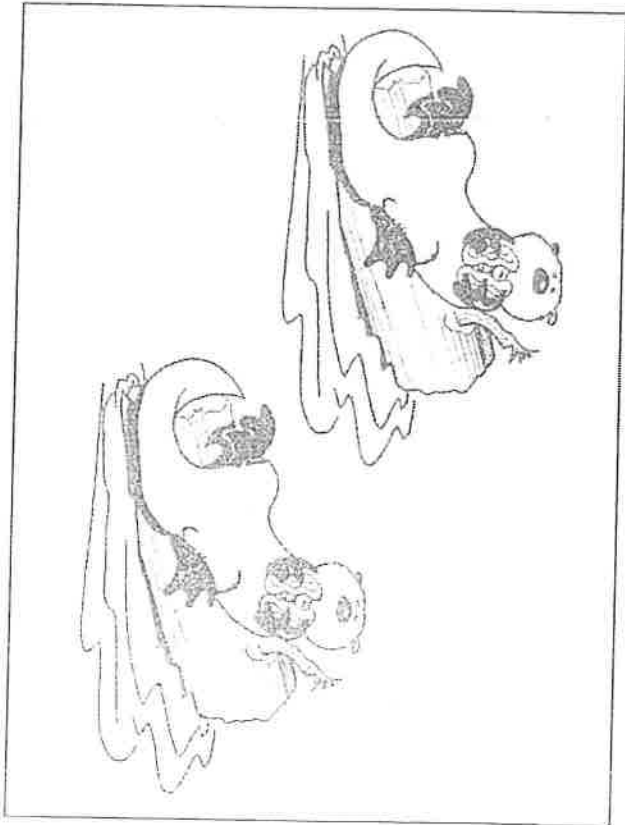
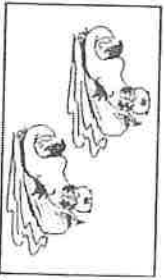
3 Have students cross out the picture that does not start with the sound.

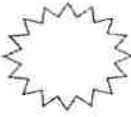
I see the



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I see



Number Correct: 

Name _____

Date _____

Write the missing number.

| | | | |
|-----|-------------------|-----|-------------------|
| 1. | $2 + 1 = \square$ | 11. | $3 + 2 = \square$ |
| 2. | $2 - 1 = \square$ | 12. | $3 - 2 = \square$ |
| 3. | $3 + 1 = \square$ | 13. | $4 + 0 = \square$ |
| 4. | $3 - 1 = \square$ | 14. | $4 - 0 = \square$ |
| 5. | $4 + 1 = \square$ | 15. | $5 + 0 = \square$ |
| 6. | $4 - 1 = \square$ | 16. | $5 - 0 = \square$ |
| 7. | $1 + 1 = \square$ | 17. | $5 - 5 = \square$ |
| 8. | $1 - 1 = \square$ | 18. | $4 + 1 = \square$ |
| 9. | $2 + 2 = \square$ | 19. | $5 - 4 = \square$ |
| 10. | $2 - 2 = \square$ | 20. | $5 - 1 = \square$ |

Name _____

Date _____

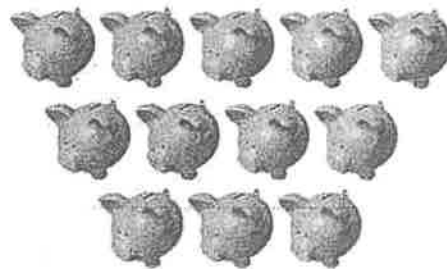


I have 10 ones and 2 ones.

Touch and count 10 things. Put a check over each one as you count 10 things.



I have 10 ones and ____ ones.



I have 10 ones and ____ ones.



I have ____ ones and ____ ones.



I have ____ ones and ____ ones.

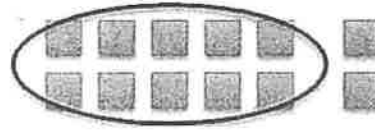
APPLICATION PROBLEM

2

Lisa counted some sticks into one pile of 10. She counted 5 other sticks into another pile. Draw a picture to show Lisa's piles of sticks. Make a number bond to show what you did.

Name _____

Date _____



I have 10 ones and 2 ones.

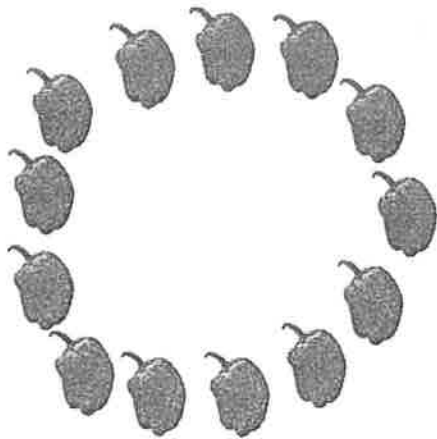
Count and circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.



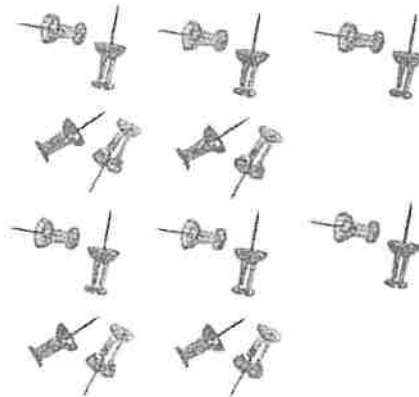
I have 10 ones and ____ ones.



I have ____ ones and ____ ones.



I have ____ ones and ____ ones.









I have ____ ones and ____ ones.

Syllables



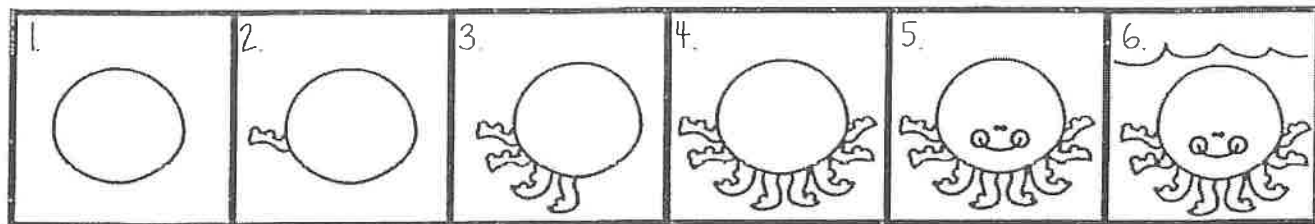
Say the word **walnut**. The first syllable is **wal** and the second syllable is **nut**. Say the names of the foods below. Circle the number that tells how many syllables are in each word.

I clap twice for **cookie!** Cook-ie!
Clap, clap!

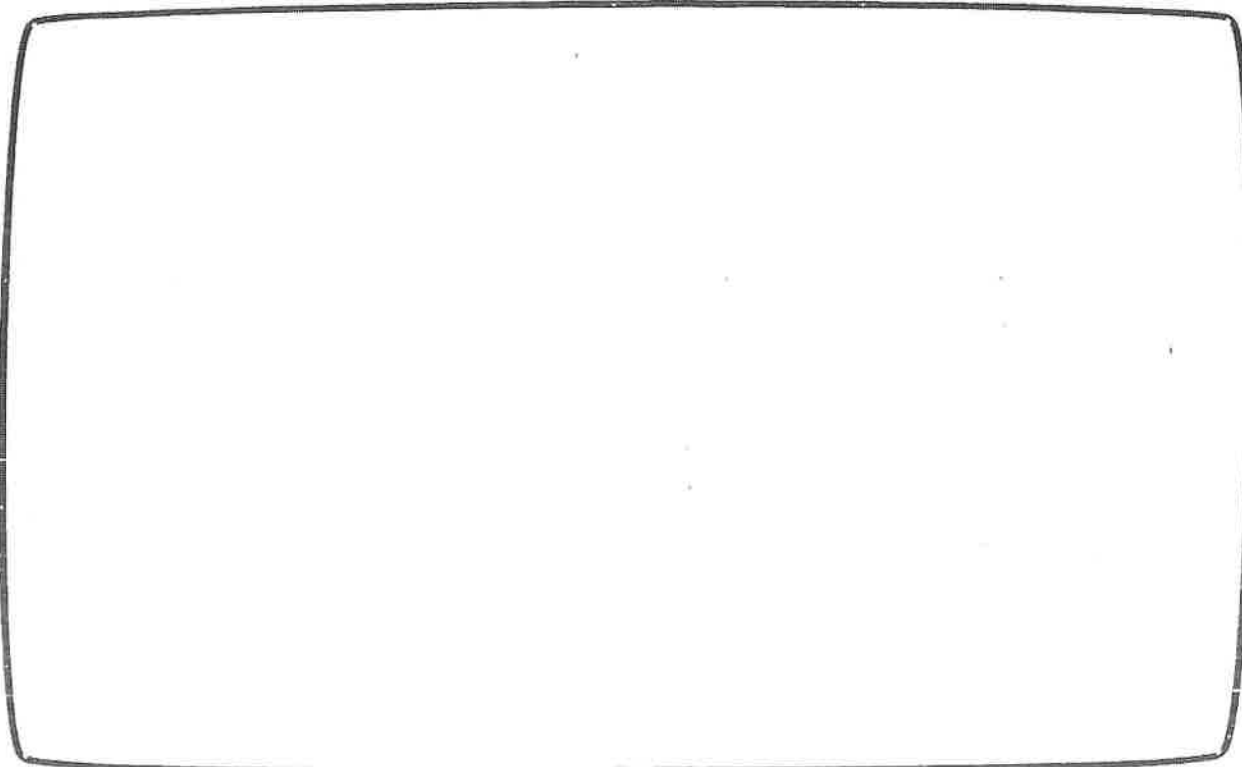
| | | |
|--|--|--|
|  carrot 1 2 3 |  apple 1 2 3 |  cake 1 2 3 |
|  walnut 1 2 3 |  milk 1 2 3 |  banana 1 2 3 |

Name: _____

Read. Draw. Write.



octopus



Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Kindergarten Writing Choice Board

5/4/20-5/8/20

Parent tips:

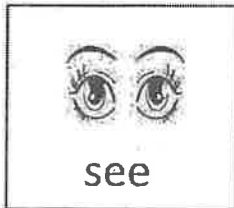
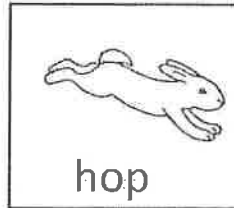
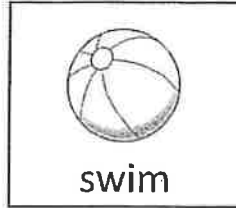
1. Please remind your student to begin with capital letter, finger spaces between words and punctuation at the end of sentence.
2. Phonetic spelling is encouraged. This is simply sounding out words and writing sounds they hear. Example: (friend f-r-e-n-d).
3. <https://sightwords.com/sight-words/flash-cards/>

| | | |
|---|--|---|
| I was really scared when... | Make flashcards of 4 th list of sight words (#3) but we not when | Write 4 th list of sight words with sidewalk chalk. |
| | what your all can were said | |
| Finish 1 st sentence on your opinion: I like (cats or dogs). Example: I like dogs. | Finish 2 nd sentence on your opinion: Cats/Dogs like... Example: Dogs like bones. | Finish last sentence on your opinion: They are... Example: They are fun. |
| If I could talk to animals, I would... | I put on a pair of magic sunglasses and... | Write 4 th list of sight words in rainbow colors. |

I Can Write!

Name _____

Trace the words and finish the sentences.



I can _____

I can _____

I can _____

I can _____

I can _____



Physical Education

ACTIVITY LOG

Kindergarten - 5th Grade

Use this activity log to track your physical activity minutes for 1 week. Have an adult put their initials next to each day that you complete 30 - 60 minutes. Do the warm-up, pick a fitness activity from the list, and do the cool down. (An example day is done for you).

| Day | Warm-up | Fitness Activity | Cool Down | Total |
|--------------------|------------------------------|-----------------------------------|--------------------------------|-------------------|
| <i>Example Day</i> | <i>Warm-up 5 Minutes</i> | <i>Family Hike 25 Minutes</i> | <i>Cool Down 5 Minutes</i> | <i>35 Minutes</i> |
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |

Warm-up Routine

1. Jog around the house once or down the hall 5 times.
2. Skip down the hall 5 times or around the house.
3. Gallop around the house or 5 times down the hall
4. Karaoke around the house or 5 times down the hall.

Cool Down Routine

1. Stand with your legs together. Bend over from the waist and reach for your toes. Go slow and keep your legs straight. Hold it as far as you can go for 5 seconds.
2. Lay down on your back and have your legs straight and together. Bend your

right leg and grab your knee and pull it to your chest and hold it for 5 seconds. Then bring your right leg back down and keep it straight. Then take the left leg and do the same stretch.

3. Stand up with legs straight and together. Bring your arms above your head being straight and having both palms touch each other. Lean back half moon while arms are straight with palms together. Come back up and bend to the left side keeping arms above head and palms together. Then come back up and bend to the left side.

Fitness Activity Choices

Family Walk
Jog Around The House
Badminton
Family Hike
HIIT Workout (YouTube)
Cosmic Kids Yoga (YouTube)
Jump Rope
Cup Stacking
Bike Ride/ Scooter Ride
Beach Body for Kids(online)
Fit Boost Activity (online)
Hopscotch

Tag Game
Basketball Game
Frisbee
Yard Work
Walk The Dog
Soccer
Zumba Kids (online)
Build an Obstacle Course
Outdoor Scavenger Hunt
Playworks at Home(online)
Four Square

Dance Party
Croquet
Play Catch
Stack Wood
Go Noodle (online)
Wiffle Ball
Jogging
Build a Fort
Juggling
Bean Bag Toss Game
Wall Ball